

STRATEGIC SCHOOL PROFILE 2003-04

Norwich School District
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: New London	Public School Enrollment as a Percent of Town Population: 10.7%
2000 Population: 36,117	Public School Enrollment as % of Total Student Population: 87.2%
1990-2000 Population Growth: -3.4%	Percent of Adults without a High School Diploma in 2000: 21.3%
2000 Per Capita Income: \$20,742	Adult Education Enrollment in 2002-03 School Year: 799
Number of Public Schools: 12	Number of Adults Receiving Diplomas in 2002-03 School Yr.: 73
Number of Nonpublic Schools: 6	

Education Reference Group (ERG): H ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2003-04	51.7	37.4	26.6
	2002-03	47.9	35.0	25.4
% of K-12 Students with Non-English Home Language	2003-04	15.9	21.2	12.4
	1998-99	7.3	16.8	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2003-04	82.6	85.0	88.9
	1998-99	82.0	86.8	86.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2003-04	77.2	76.2	76.4
	1998-99	52.1	66.4	72.0
% of Juniors and Seniors Working More Than 16 Hours Per Week	2003-04	25.0	25.4	23.0
	1998-99	4.8	35.3	31.3

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total January Enrollment	4,066
5-Year Oct. Enrollment Change	-0.8%
Projected Oct. 2008 Enrollment	
Elementary	3,682
Middle School	0
High School	0
Prekindergarten, Other	148

Race/Ethnicity (Jan.)	Number	Percent
American Indian	84	2.1
Asian American	199	4.9
Black	819	20.1
Hispanic	614	15.1
White	2,350	57.8
Other	0	0.0
Total Minority 2003-04	1,716	42.2
Total Minority 1998-99	1,148	28.5

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

With the growth in ethnic diversity in the Norwich community over the past five years, Norwich has grown in its commitment to offer high quality programs and services in an effort to reduce racial, ethnic and economic isolation:

- Reassignment of students to eliminate impending racial isolation in Norwich Schools
- Adoption of a new middle school Social Studies curriculum that provides Spanish translations and multicultural representation in text
- Cyacom translation services in over 150 languages to aid in school enrollment and home/school communication
- Posting of environmental print in multiple languages throughout the schools
- Expanded ESL services for English Language Learners
- Professional development and training in Sheltered Instruction Observational Protocol (SIOP)
- Community conversations and articulation between the Board of Education, school administration and the NAACP
- ESL tutors/translators who are fluent in: Spanish, Haitian Creole, Chinese, Japanese
- District representation on the Norwich Newcomer's Club to recognize and meet the needs of immigrant families
- Teacher comments translated in four languages
- District involvement in many interdistrict grant programs

Norwich Public Schools Staff and students have embraced programs and opportunities to enhance understanding of the mosaic of cultures and ethnicities represented in Norwich Public Schools. This commitment is represented by participation in:

Intradistrict Choice and Magnet Programs- The Integrated Day Program serves elementary students throughout the district at Moriarty Elementary School. Multi-age grouping incorporating a Constructivist approach to learning provides students throughout the district with an opportunity to learn with an opportunity to develop a closer connection with school over an extended period of time.

Preschool Program- The Norwich Preschool Initiative provides early intervention preschool programs that enhance the access to high-quality, early childhood education, to those most in need of assistance.

Fostering participation in Interdistrict Cooperative Grant Programs

School-wide Enrichment Program-Students develop school connectedness and opportunities to work face-to-face with students who share a common interest in a diverse, multi-age grouping.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)

of Certified Staff

Teachers

Administrators

Library/Media Staff

Other Professionals

% Minority 2003-04

% Minority 1998-99

Non-Certified Instructional



250.0

18.8

4.0

25.6

2.3

2.1

95.0

Average Class Size		District	ERG	State
Grade K	2003-04	17.8	19.0	18.7
	1998-99	15.3	19.2	18.6
Grade 2	2003-04	18.2	19.3	19.8
	1998-99	16.3	20.5	20.1
Grade 5	2003-04	20.4	21.5	21.4
	1998-99	17.5	21.8	21.5
Grade 7	2003-04	21.2	22.3	21.6
	1998-99	22.1	22.0	21.7
High School	2003-04	6.6	21.6	20.3
	1998-99	10.3	20.3	19.9

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	17.4	14.4	13.5
% with Master's Degree or Above	93.4	80.7	78.6
% Trained as Mentors, Assessors, or Cooperating Teachers	24.6	24.0	26.6

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	994	986	984
Middle School	1,052	1,015	1,014
High School	1,091	1,006	1,000

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	2.0	3.9	3.7
Students Per Teacher	16.0	14.3	13.8
Teachers Per Administrator	13.3	14.5	14.0

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	14.4	28.0	34.6

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	District 2000-01	District 2003-04	ERG 2003-04	State 2003-04
Grade 4 Reading	56	41.1	44.0	54.3
Writing	55	57.0	58.4	65.8
Mathematics	61	37.8	50.1	57.6
All Three Tests	37.3	27.6	33.2	42.3
Grade 6 Reading	60	54.0	50.1	61.9
Writing	66	56.5	51.9	62.2
Mathematics	55	51.7	50.6	62.0
All Three Tests	44.2	36.9	34.1	46.4
Grade 8 Reading	60	56.1	55.8	66.7
Writing	57	38.6	49.4	61.8
Mathematics	47	51.6	43.9	56.3
All Three Tests	35.7	31.7	32.5	45.7
Participation Rate	92.7	97.9	97.7	97.4



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Conn. Academic Performance Test, 2nd Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2003-04	ERG 2003-04	State 2003-04
Reading Across the Disciplines	0	0.0	37.0	48.0
Writing Across the Disciplines	0	0.0	44.2	53.7
Mathematics	6	0.0	34.1	46.1
Science	0	0.0	35.2	47.4
All Four Tests	0.0	0.0	17.3	27.7
Participation Rate	71.4	84.6	97.0	96.9


Note: These results represent the performance of students attending a small alternative high school. The majority of Norwich's students attend Norwich Free Academy.



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SAT[®] I: Reasoning Test	Class of 1998	Class of 2003		
	District	District	ERG	State
% of Graduates Tested	N/A	N/A	N/A	N/A
Mathematics: Average Score	N/A	N/A	488	508
Mathematics: % Scoring 600 or More	N/A	N/A	18.4	23.8
Verbal: Average Score	N/A	N/A	486	504
Verbal: % Scoring 600 or More	N/A	N/A	16.2	21.1

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2003	94.4	10.9	9.5
2002-03 Annual Rate for Grades 9 through 12	46.2	2.6	2.1
1997-98 Annual Rate for Grades 9 through 12	32.6	4.0	3.5

Activities of Graduates	Class of	# in District	District %	ERG %	State %	
	Pursuing Higher Education	2003	2	25.0	79.6	80.3
		1998	2	33.4	76.5	76.7
	Employed or in Military	2003	5	62.5	17.2	15.7
		1998	4	66.7	17.3	17.8
	Unemployed	2003	0	0.0	1.3	1.1
		1998	0	0.0	1.1	2.0

DISTRICT REVENUES/EXPENDITURES 2002-03

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	ERG	State
Instructional Staff and Services	\$23,184	\$5,727	\$5,824	\$6,253	\$6,036
Instructional Supplies and Equipment	\$815	\$201	\$293	\$220	\$252
Improvement of Instruction and Educational Media Services	\$388	\$96	\$230	\$323	\$376
Student Support Services	\$2,399	\$593	\$521	\$572	\$580
Administration and Support Services	\$3,356	\$829	\$1,077	\$999	\$1,061
Plant Operation and Maintenance	\$3,935	\$972	\$869	\$949	\$992
Transportation	\$3,675	\$656	\$483	\$470	\$470
Costs for Students Tuitioned Out*	\$4,216	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$43	\$86	\$117
Total*	\$41,968	\$10,150	\$9,871	\$10,088	\$10,096
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,532	\$625	\$1,299	\$960	\$1,177
Adult Education	\$577	\$722	N/A	\$728	\$996

*Town total expenditures (in 1000s) for PK-12 are: Total, \$55,581; Tuition Costs, \$17,679.

Total town expenditures per pupil for PK-12 are \$9,906.

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	39.2	53.4	7.0	0.4
Without School Construction	39.4	53.0	7.3	0.4

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$7,742	0.8	\$8,455	6.6	\$8,306	3.6
Salaries and Benefits	\$5,990	-4.4	\$7,123	6.6	\$6,848	3.9
Supplies	\$580	28.6	\$389	6.6	\$431	1.4
Equipment	\$29	163.6	\$144	5.9	\$125	-3.8
High School*						
Total	N/A	N/A	N/A	N/A	N/A	N/A
Salaries and Benefits	N/A	N/A	N/A	N/A	N/A	N/A
Supplies	N/A	N/A	N/A	N/A	N/A	N/A
Equipment	N/A	N/A	N/A	N/A	N/A	N/A

*High school expenditures are not reported for districts without secondary schools.

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Through careful monitoring and adherence to guidelines in providing equity in educational resources, the Norwich Board of Education Budget Expenditure Committee is vigilant in monitoring class size, providing high-quality teachers, budgeting equitably per student for textbooks, supplies and materials, and systematically reviewing the condition of school buildings. The teacher-pupil ratios are comparable between the district elementary and secondary schools.

In collaboration with Building Instructional Teams, the Superintendent of Schools leads the district in maintaining its focus on three major goals. The goals: data based decision-making that changes classroom instruction to improve student outcomes, developing a caring and safe community of learners, and prevention of learning difficulties versus remediation, serve as the foundation for all decision-making. Grant funds are equitably allocated to provide supplementary services and programs to address the needs of particular buildings and populations.

The Norwich Public Schools has an outstanding tradition of achievement that encourages every student to excel. Although district resources have dwindled, the Board of Education, Administration and Faculty remain committed to the belief that all students can learn at high levels.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Improvements in Student Performance and Achievement- In analyzing CMT data for 2003, Norwich achieved over 95% participation of all students in the CMT among most subgroups including Racial/Ethnicity, Disability Status, English Proficiency Status and Economic Status. In addition, the district has again increased participation of students receiving special education and English as a Second Language services on the standard CMT. Overall, the district has demonstrated mixed results on the CMT in Grade 4, 6 and 8. Improvement in student performance was evident among Grade 4 students in the area of Writing. In the area of Math, Grades 6 and 8 Math exceeded the district 2001-2002 percentage of students achieving goal.

Students continue to be involved in projects that build school connectedness and match student interests with extended curriculum. Again, Junior Solar Sprint teams received first place honors in a state competition. Norwich students continued to participate in Service Learning projects, including the Empty Bowls project. The S.C.O.R.E. program allows middle school students the opportunity to report award-winning stories of local interest on the Fox Kids News and through cable access. Gr. 7 students participated in the Thames River Connection Interdistrict Program with Bozrah and Plainfield /students participating in boat/lab and shore experiences through Project Oceanology, as well as several team building and project-based events with their peers from other schools. Gr. 5 students participated in the Jason Project, and middle school students participated in a range of after school activities through the S.P.I.R.I.T. grant, recommended by the Youth Activities Council.

Needs and Improvement Plans -Reading Comprehension- Veterans Elementary School has been designated a Reading First School. In its first year, Veterans School staff is engaged in becoming a demonstration site for reading excellence in K-3 reading for the district. Three elementary schools, Moriarty, Greeneville and Uncas have been selected as "mentor schools" under the Haskins Institute, Mastering Reading Instruction Project. The district just completed a draft of the K-3 Reading Curriculum aligned with the newly revised draft Language Arts Frameworks and the Connecticut Blueprint for Reading. All teachers continue to receive on going, intensive professional development and supplementary materials in improving reading comprehension. The district continued in its second year of the Teacher Induction Phase (TIP) program that provides intensive professional development to new teachers in instructional strategies for working with struggling readers as they prepare to assume responsibility for elementary classroom instruction.

Writing-Throughout 2003-2004, Gr. 6-8 Kelly Middle School writing teachers worked with Jean Mann from the University of New Hampshire to improve the quality and self-reflection in student writing.

Increased Emphasis on Improvement in Disaggregated Areas-by differentiating instruction to meet student learning needs and linking assessment to change instruction to improve student learning.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.norwichpublicschools.org